

# **Michigan Part B State Performance Plan Extension**

**As required by 20 U.S.C. 1416 Sec. 616(b)(1) of the  
*Individuals with Disabilities Education Act 2004***

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Submitted to the  
U.S. Department of Education  
Office of Special Education Programs  
February 1, 2011

This document includes Targets and Activities for each  
SPP Indicator for 2011 through 2013.

(Resubmitted to OSEP on 4/18/11)



Office of Special Education and Early Intervention Services

**Part B State Performance Plan (SPP) Extension for 2011-2013  
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## Part B State Performance Plan (SPP) Extension for 2011-2013 February 2011 Overview

### What are the new SPP Extension requirements?

On October 6, 2010 the U.S. Department of Education, Office of Special Education Programs (OSEP) notified states that the **SPP Extension** due 2/1/11 must include:

- Extended time frames for existing activities or new activities for **all** Part B indicators for school years 2011-2012 and 2012-2013.
- Targets for results indicators for school years 2011-2012 and 2012-2013. This affects the following indicators:
  - 1 Graduation
  - 2 Dropout
  - 3 Statewide Assessment (Adequate Yearly Progress, Participation, Performance)
  - 4A Suspension/Expulsion
  - 5 Educational Environments (gen ed >80% or <40%, or separate facilities)
  - 6 Preschool Educational Environments
  - 7 Preschool Outcomes
  - 8 Facilitated Parent Involvement (Preschool, School-Age)
  - 14 Postsecondary Outcomes
  - 18 Resolution Session Agreements
  - 19 Mediation Agreements

Targets for compliance indicators will continue to be 0% (Indicators 4B, 9, 10) or 100% (Indicators 11, 12, 13, 15, 16, 17, 20) per OSEP requirements.

### How will Michigan meet the new requirements?

- With approval from our OSEP state contact, Michigan is submitting on February 1, 2011 the comprehensive SPP which includes all required historical information and has been updated each year. It is current through the 2010-2011 school year for targets and activities.
- Michigan is also submitting this stand-alone **SPP Extension** as a supplement. This **Extension** only includes information relevant for FFY<sup>1</sup> 2010 (2010-2011) through FFY 2012 (2012-2013). *Please see Michigan's comprehensive SPP for all historical information which dates back to 2005.*
- The Office of Special Education and Early Intervention Services (OSE-EIS) Director, SPP Core Team and SPP Indicator Leads have implemented a common approach to target setting and activity extension/creation across all affected indicators.

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<sup>1</sup> Federal Fiscal Year

- The **SPP Extension** includes:
  - A description of the most recent calculation methodology and associated baseline data,
  - Targets from the most recent baseline year<sup>2</sup> through FFY 2012 (2012-2013) and
  - Activities/timelines/resources that will be in effect FFY 2010 (2010-2011) through FFY 2012 (2012-2013). Activities are limited to a few per indicator. Where appropriate, existing activities were extended. New activities have been added as needed to assure a focus on improved indicator performance.
- Per OSEP approval and with input from the Special Education Advisory Committee<sup>3</sup>, Michigan's SPP maintains FFY 2010 approved targets for all results indicators except where targets must align with other Michigan Department of Education targets that increase during this period (e.g. state assessment-proficiency).

During the 2010-2013 **Extension** period, the OSE-EIS will continue to refine its own procedures and work with districts to continue to improve performance on each indicator. In addition, the OSE-EIS will continue to analyze disaggregated indicator data in preparation for the comprehensive indicator target setting that will occur within the next couple of years, pending reauthorization of the *Elementary and Secondary Education Act* and the *Individuals with Disabilities Education Act* (IDEA).

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<sup>2</sup> The baseline does not go back to the beginning of the 2005 SPP for all indicators, because OSEP changed the measurement (e.g., Indicator 1) or Michigan received OSEP approval to change the approach to measurement for some indicators (e.g., Indicator 8).

<sup>3</sup> Michigan's IDEA mandated special education State Advisory Panel.

## Part B State Performance Plan (SPP) Extension for 2011-2013

Monitoring Priority: FAPE in the LRE<sup>4</sup> / Graduation

(Results Indicator)

**Indicator 1:** Percent of youth with Individualized Educational Programs (IEPs) graduating from high school with a regular diploma. (20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report using the graduation rate calculation and timeline established by the Department under the ESEA.

**Overview of Issue/Description of System or Process and Data:**

To comply with the 2001 reauthorization of the *Elementary and Secondary Education Act* (ESEA) Michigan adopted an accountability system in which a graduation rate includes only "on-time" graduates who earn regular diplomas within four years of entering high school. This calculation meets the guidelines provided by the National Governors Association (NGA) Graduation Counts Compact and the U.S. Department of Education (USED) for calculation of such rates.

The 2008 four-year cohort graduation rate is calculated by tracking individual students who first enrolled in ninth grade during the 2004-2005 school year (assigned to the 2008 cohort) and graduated four years later with a regular diploma. It accounts for students who transfer in and out of the district, who leave school permanently, who leave school during one school year and return in another, or who are retained in a grade but stay in school and graduate later than their original classmates.

The total number of students who were identified as first-time 9<sup>th</sup> graders in fall 2004 formed the initial 2008 cohort. Non-graded students ages 14-21 are assigned to grades 9-12 based on their age. Students who transferred into one of Michigan's districts at any time during the four-year period were added to the initial cohort. For students who moved among Michigan public schools, student records were updated to reflect the correct district and building. These students were considered "transfers out" of the district/building they left and "transfers in" to the district/building they entered. Students who exited the public school system entirely (out of state, to non-public school, or home school) or died at any time during the four-year period were removed from the cohort.

To calculate the 2008 four-year cohort graduation rate (based on the NGA recommended methodology), all students are placed into one of four categories:

1. On-track graduated - completed high school with a regular diploma in four years or less
2. Other completer - earned a General Educational Development certificate, other certificate, or reached the special education maximum age<sup>5</sup>

<sup>4</sup> Free Appropriate Public Education in the Least Restrictive Environment.

<sup>5</sup> Michigan serves students with disabilities through age 25. The OSEP formula reflects students through age 21. Therefore, the category "Aged Out" is zero in Michigan.

3. Off-track (graduated & continuing) - completed high school with a regular diploma in more than four years, or did not complete high school in four years and are still continuing in school
4. Dropout - left high school permanently at any time during the four-year period, or whose whereabouts are unknown (missing expected records)

Per the OSEP's March 2009 revision to the timeline for this indicator, there is now a one-year data lag for this indicator. The OSEP formula reflects students through age 21. Michigan serves students with disabilities through age 25. Students between the ages of 22-26 are not included in these federal graduation rate calculations. Therefore, the category "Aged Out" is zero in Michigan.

In addition to providing a four-year cohort graduation rate, in May 2009 the USED approved Michigan's use of an extended five-year cohort graduation rate to meet ESEA's requirement for districts to meet Adequate Yearly Progress. The five-year cohort graduation rate is available approximately 10 months after the fifth year students graduate.

### Measurable and Rigorous Targets:

The OSEP March 2009 Indicator Measurement Table revision specified that graduation targets should be the same as the targets under Title I of the ESEA. Michigan set their target as 80% for all students and was approved by the State Board of Education and submitted to USED and approved in Michigan's Accountability Workbook.

FFY	Baseline	Target
<b>2007</b> (2007-2008 data)	58.0%*	80.0%
<b>2008</b> (2007-2008 data)		80.0%
<b>2009</b> (2008-2009 data )		80.0%
<b>2010</b> (2009-2010 data )		80.0%
<b>2011</b> (2010-2011 data)		80.0%
<b>2012</b> (2011-2012 data)		80.0%
[(# of youth with IEPs who entered ninth grade in 2004-2005 and received a regular diploma within four years) ÷ (Total # of youth with IEPs in the cohort)] X 100 *[9,642 on-track graduates ÷ 16,636] X 100 = 58.0%		

Source: Single Record Student Database and Graduation and Dropout Review

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2011-2013	1. Use graduation, dropout, secondary transition and postsecondary outcomes data to develop and implement technical assistance and personnel development to increase graduation rate.	Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), Reaching and Teaching Struggling Learners (RTSL) Michigan Transition Outcomes Project (MI-TOP)
2011-2013	2. Provide sustained building level personnel development using available district/building level data to increase graduation rate.	MiBLSi, RTSL
2011-2013	3. Provide policy and data guidance to support a long-term, outcomes-based approach to student-centered planning.	MI-TOP

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

**Part B State Performance Plan (SPP) Extension for 2011-2013****Monitoring Priority: FAPE in the LRE<sup>6</sup> / Dropout**

(Results Indicator)

**Indicator 2:** Percent of youth with Individualized Educational Programs (IEPs) dropping out of high school. (20 U.S.C. 1416 (a)(3)(A))

**Measurement:** States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by the Department under the ESEA.

**Definition:**

The event dropout rate, as reported through the Consolidated State Performance Report (CSPR), defines a dropout as an individual who met the following conditions:

1. was enrolled in school at some time during the previous school year; and
2. was not enrolled at the beginning of the current school year; and
3. has not graduated from high school or completed a district- or state-approved educational program; and
4. does not meet any of the following exclusionary conditions—
  - a) transfer to another public school district, private school, or state- or district-approved educational program (including correctional or health facility programs);
  - b) temporary absence due to suspension or school-excused illness; or
  - c) death.

**Overview of Issue/Description of System or Process and Data:**

The Office of Special Education Program's (OSEP's) use of the event dropout rate provides a measure of the percentage of high school students who drop out of high school over the course of a given school year. This measurement is in accordance with the National Center for Education Statistics (NCES) Common Core Data reporting requirements. Michigan received permission from the U.S. Department of Education NCES contact to use the fall 2007 general collection as the measure of students being enrolled during the 2007-2008 school year. The event dropout rate for these Michigan students and for student subgroups, including students with disabilities, is submitted annually in Michigan's CSPR for Title I of the *Elementary and Secondary Education Act*.

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<sup>6</sup> Free Appropriate Public Education in the Least Restrictive Environment.



The event dropout rate is calculated by summing the number of dropouts in grades 9-12 in a given year and dividing this sum by the number of students enrolled in grades 9-12 at the beginning of that school year. Students who complete a grade but do not return for the subsequent school year are counted as dropouts for the year in which they fail to enroll. Non-graded students are assigned to grades 9-12 based on their chronological age (chronological age – 6 = grade).

The OSEP calculation reflects students through age 21. Michigan serves students with disabilities through age 25. Students ages 22-26 are not included in the federal dropout rate calculation which serves as the basis for this report.

A new baseline was established for the FFY 2007 (2007-2008) report reflecting the new required Event Dropout Rate calculation.

### Measurable and Rigorous Targets:

FFY	Baseline	Target
<b>2007</b> (2007-2008 data)	7.6%*	<10.0%
<b>2008</b> (2007-2008 data)		<10.0%
<b>2009</b> (2008-2009 data)		<9.5%
<b>2010</b> (2009-2010 data)		<9.0%
<b>2011</b> (2010-2011 data)		<8.0%
<b>2012</b> (2011-2012 data)		<8.0%
(# of youth with IEPs who dropped out of high school in one year) ÷ (# of youth with IEPs who are enrolled in grades 9-12 in the same year) X 100. This includes students ages 14-21 who were in ungraded programs and matched by age to grades 9-12.  *[5,521 dropouts ÷ 72,936] X 100 = 7.6%		

Source: Single Record Student Database and Graduation and Dropout Review

### Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2011-2013	1. Use graduation, dropout, secondary transition and postsecondary outcomes data to develop and implement technical assistance and personnel development to increase graduation rate.	Reaching and Teaching Struggling Learners (RTSL), Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), National Dropout Prevention Center for Students with Disabilities (NDPC-SD)

Timelines	Activities	Resources
2011-2013	2. Provide sustained building level personnel development using available district/building level data to increase graduation rate.	RTSL, MiBLSi, NDPC-SD
2011-2013	3. Provide policy and data guidance to support a long-term, outcomes-based approach to student-centered planning.	National Secondary Transition Technical Assistance Center, RTSL, Michigan Transition Outcomes Project

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) Extension for 2011-2013

### Monitoring Priority: FAPE in the LRE<sup>7</sup> / Statewide Assessment

(Results Indicator)

**Indicator 3:** Participation and performance of children with Individualized Education Programs (IEPs) on statewide assessments:

- A. Percent of the districts with a disability subgroup that meets the State's minimum "n" size that meet the State's Adequate Yearly Progress (AYP) targets for the disability subgroup. (20 U.S.C. 1416 (a)(3)(A))
- B. Participation rate for children with IEPs.
- C. Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards. (20 U.S.C. 1416 (a)(3)(A))

#### Measurement:

- A. AYP percent =  $\left[ \frac{\text{(\# of districts with a disability subgroup that meets the State's minimum "n" size that meet the State's AYP targets for the disability subgroup)}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size)}} \right] \times 100$ .
- B. Participation rate percent =  $\left[ \frac{\text{(\# of children with IEPs participating in the assessment)}}{\text{(total \# of children with IEPs enrolled during the testing window, calculated separately for reading and math)}} \right]$ . The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
- C. Proficiency rate percent =  $\left[ \frac{\text{(\# of children with IEPs enrolled for a full academic year scoring at or above proficient)}}{\text{(total \# of children with IEPs enrolled for a full academic year, calculated separately for reading and math)}} \right]$ .

#### Overview of Issue/Description of System or Process and Data:

Michigan's Educational Assessment System is comprised of the following state assessments: the Michigan Educational Assessment Program (MEAP) for students in grades 3-8, the Michigan Merit Examination (MME) for students in grade 11, Michigan's alternate assessment program based on alternate achievement standards (MI-Access), Michigan's alternate assessment based on modified achievement standards (MEAP-Access), and the English Language Proficiency Assessment. Michigan's English language arts and mathematics assessments have received approval through the U.S. Department of Education (USED) peer review process. MEAP-Access is undergoing a revision during the 2010-2011 school year.

The MME is the state's general education assessment used to assess grade 11 and eligible grade 12 students on Michigan's reading, writing, mathematics, science, and social studies high school content expectations.

The MME has three distinct components: (1) the ACT Plus Writing college entrance examination, (2) WorkKeys job skills assessments in Reading for Information, Applied Mathematics, and Locating Information; and (3) Michigan-specific

<sup>7</sup> Free Appropriate Public Education in the Least Restrictive Environment.

assessments in mathematics, science, and social studies. Each MME component is comprised of several sections which, together, enable students to fully demonstrate their knowledge in relation to state standards.

MI-Access is Michigan's Alternate Assessment based on Alternate Achievement Standards. It is designed for students with significant cognitive disabilities whose IEP Teams have determined that it is not appropriate for them to participate in the state's general education assessments. MI-Access assessments are available for students in grades 3-8 and grade 11.

Beginning with the 2005-2006 calculations, a district makes AYP if it meets the proficiency targets at one of the three grade ranges (elementary, middle, or high school) in both content areas - English Language Arts (ELA) and Mathematics.

### Measurable and Rigorous Targets - AYP:

The FFY 2004 baseline data was set at 88% and was used for setting the annual targets. The criteria used for district AYP determination were revised for 2005-2006. All districts met the revised criterion for 2005-2006 thus making the baseline, based on the revised criteria, 100%.

FFY	Baseline	Target
<b>2005</b> (2005-2006)	100%*	88%
<b>2006</b> (2006-2007)		88%
<b>2007</b> (2007-2008)		91%
<b>2008</b> (2008-2009)		94%
<b>2009</b> (2009-2010)		97%
<b>2010</b> (2010-2011)		98%
<b>2011</b> (2011-2012)		98%
<b>2012</b> (2012-2013)		98%
Percent = $[(\# \text{ of districts with a disability subgroup that meets the state's minimum "n" size that meet the state's AYP targets for the disability subgroup}) \div (\text{Total \# of districts that have a disability subgroup that meets the state's minimum "n" size})] \times 100$ $*[539 \text{ districts} \div 539] \times 100 = 100\%$		

Source: Michigan Department of Education (MDE)/Office of Educational Assessment and Accountability (OEAA)

**Measurable and Rigorous Targets – Participation:**

The *Elementary and Secondary Education Act* (ESEA) requires that a minimum of **95%** of all students participate in state assessment (general and alternate). Therefore, Michigan has set the same participation targets for students with disabilities. Beginning in 2005-2006 MEAP and MI-Access assessed ELA and mathematics in grades 3-8. The range of participation rates for ELA over the seven grades tested was 93.0% to 98.5% and the range for math was 92.0% to 98.7%.

**Measurable and Rigorous Targets – Proficiency:**

Under the ESEA and Michigan's Accountability System, the State Board of Education has set proficiency targets for all students including those with disabilities.

School Year	English Language Arts Proficiency Targets						
	Grade						
	3	4	5	6	7	8	11
2005-06	50%	48%	46%	45%	43%	41%	52%
2006-07	50%	48%	46%	45%	43%	41%	52%
2007-08	60%	59%	57%	56%	54%	53%	61%
2008-09	60%	59%	57%	56%	54%	53%	61%
2009-10	70%	69%	68%	67%	66%	65%	71%
2010-11	78%	77%	76%	75%	74%	73%	79%
2011-12	86%	85%	84%	83%	82%	82%	86%
2012-13	93%	92%	92%	91%	91%	91%	93%

School Year	Mathematics Proficiency Targets						
	Grade						
	3	4	5	6	7	8	11
2005-06	59%	56%	53%	50%	46%	43%	44%
2006-07	59%	56%	53%	50%	46%	43%	44%
2007-08	67%	65%	62%	60%	57%	54%	55%
2008-09	67%	65%	62%	60%	57%	54%	55%
2009-10	67%	65%	62%	60%	57%	54%	55%
2010-11	75%	74%	71%	70%	67%	66%	67%
2011-12	83%	82%	81%	80%	78%	77%	78%
2012-13	91%	91%	90%	90%	89%	89%	89%

Source: MDE/OEAA

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2011-2013	1. Develop and disseminate guidelines on selecting the appropriate assessment for students with disabilities.	OEAA – Test Composition Unit and Test Development Unit; Assessing Students with Disabilities Advisory Committee
2011-2013	2. Continue to collaborate with the OSE-EIS in monitoring implementation of accommodations and disseminate information on the appropriate use of assessment accommodations, using conference sessions, joint presentations with accommodations/assistive technology groups and newsletter articles.	OEAA, the OSE-EIS, Continuous Improvement and Monitoring System
<b>PROGRAM DEVELOPMENT</b>		
2011-2013	3. Use the resources from the USED General Supervision Enhancement Grants to develop and implement an Alternate Assessment based on Modified Achievement Standards, as well as a comprehensive online learning program designed to ensure appropriate student participation and support instruction.	OEAA – Test Development Unit; the OSE-EIS

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

**Part B State Performance Plan (SPP) Extension for 2011-2013****Monitoring Priority: FAPE in the LRE<sup>8</sup>/Suspension/Expulsion**

(Results Indicator)

**Indicator 4A:** Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with Individualized Education Programs (IEPs). (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

**Measurement:**

A. Percent =  $[(\# \text{ of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs}) \div (\# \text{ of districts in the State})] \times 100$ .

Include State's definition of "significant discrepancy."

**Definition of Significant Discrepancy:**

The Office of Special Education and Early Intervention Services (OSE-EIS) identifies a district as having a significant discrepancy if more than five percent of its students with IEPs are suspended/expelled for greater than ten days, cumulatively during the school year. Districts with fewer than five students with disabilities suspended or expelled for greater than ten days are exempt from significant discrepancy calculations. This definition went into effect for the 2008-2009 school year, and a new baseline was established to align with this new, more rigorous definition.

Michigan does not collect universal suspension/expulsion data on general education students; therefore a comparison with that population or all students is not possible.

**Overview of Issue/Description of System or Process and Data:**

School districts report disciplinary actions for students with IEPs through the Michigan Student Data System. Districts are expected to report, for every student with an IEP, the number, duration, and type of each disciplinary incident across the school year. For this indicator, the calculation is based on out-of-school suspensions or expulsions greater than ten days, either in one incident or an accumulation.

<sup>8</sup> Free Appropriate Public Education in the Least Restrictive Environment.

**Measurable and Rigorous Targets:**

FFY	Baseline	Target
<b>2009</b> (2008-2009 data)	5.1%*	<5.5%
<b>2010</b> (2009-2010 data)		<5.0%
<b>2011</b> (2010-2011 data)		<4.5%
<b>2012</b> (2011-2012 data)		<4.5%
Percent = [(# of districts that have a significant discrepancy in the rates of suspensions and expulsions for greater than 10 days in a school year of children with IEPs) ÷ (# of districts in the State)] X 100		
*[42 districts ÷ 821 districts reporting discipline for students with IEPs] X 100 = 5.1%		

Source: Single Record Student Database, verification review

**Improvement Activities/Timelines/Resources:**

Timelines	Activities	Resources
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2011-2013	1. The OSE-EIS will work with Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) personnel to identify and encourage MiBLSi participation by districts with high rates of suspension and expulsion.	MiBLSi, the OSE-EIS Continuous Improvement and Compliance (CIC) Unit
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2011-2013	2. Provide technical assistance in response to major patterns of focused monitoring findings.	The OSE-EIS CIC and Program Accountability (PA) Units
2011-2013	3. Provide all districts with a rubric and guidance to conduct a self-examination of policies, procedures and practices related to discipline.	The OSE-EIS PA Unit

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)



## Part B State Performance Plan (SPP) Extension for 2011-2013

### Overview of the State Performance Plan Development:

#### Monitoring Priority: FAPE in the LRE<sup>9</sup> / Suspension/Expulsion

(Compliance Indicator)

#### Indicator 4B:

Percent of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year of children with Individualized Education Programs (IEPs); and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards. (20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

#### Measurement:

Percent =  $\left[ \frac{\text{\# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards}}{\text{\# of districts in the state}} \times 100 \right]$ .

Include State's definition of "significant discrepancy."

#### Definition of Significant Discrepancy:

For this indicator Michigan defines "significant discrepancy" as a ratio greater than 2.0. A ratio is calculated for each racial/ethnic group within a district based on the number of students suspended/expelled greater than ten days. The ratio used depends upon the district's demographic characteristics<sup>10</sup>.

The Weighted Risk Ratio is used when the district's racial/ethnic distribution is similar to the state's distribution. The Risk Ratio is used when the district's racial/ethnic distribution varies significantly from the state's distribution. The Alternative Risk Ratio is used when the comparison group contains fewer than ten students with IEPs.

A ratio is computed for all districts that report five or more students with IEPs having suspensions/expulsions for greater than ten days. Ratios are also calculated

<sup>9</sup> Free Appropriate Public Education in the Least Restrictive Environment.

<sup>10</sup> See *Procedures for Data Analysis Regarding Discipline Indicator 4B* in the core SPP Appendix.

when there are three or more students with IEPs within a racial/ethnic group. This adjustment takes into consideration the effect of small numbers on computing risk ratios.

Michigan does not collect universal suspension/expulsion data on general education students; therefore, a comparison with that population or all students is not possible.

### **Overview of Issue/Description of System or Process and Data:**

In March 2009, the Office of Special Education Programs (OSEP) designated Indicator 4B as a new compliance indicator, revising the indicator language and measurement. This required states to establish a new baseline in the FFY 2009 SPP and Annual Performance Report. The OSEP instituted a one-year data lag for this indicator so that the required monitoring elements could be completed prior to report submission. Therefore, FFY 2008 (2008-2009) data are reported in the FFY 2009 SPP.

Michigan school districts report disciplinary actions for students with IEPs through the Michigan Student Data System<sup>11</sup>. School districts are expected to report, for every student with an IEP, the number and total length of each type of disciplinary action across the school year. For this indicator, the calculation is based on out-of-school suspensions/expulsions greater than ten days, either in one incident or an accumulation, by race/ethnicity.

The Office of Special Education and Early Intervention Services (OSE-EIS) verified FFY 2008 data for all districts that reported zero disciplinary actions or that suspended/expelled less than 1% of the districts' students with IEPs. Some school information systems default to zero when fields are left blank, so verification is necessary to determine the accuracy of the zeros. As a result of this verification process, 343 additional students with IEPs were reported as receiving out-of-school suspensions/expulsions greater than ten days.

The monitoring of districts identified as having a significant discrepancy in their rate of suspensions/expulsions is an integral part of this indicator's measurement. Districts with a ratio greater than 2.0 for any racial/ethnic group are identified for focused monitoring. The OSE-EIS reviews districts' policies, procedures and practices to determine whether they contributed to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

### **Discussion of Baseline Data for FFY 2008 (2008-2009):**

Statewide, 3.1% of students with IEPs were suspended/expelled for greater than ten days. There were 821 districts that submitted discipline data for students with IEPs. Sixty-seven of these districts were identified as having a significant

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<sup>11</sup> 2008-2009 was the final year that the Single Record Student Database (SRSD) was in use.

discrepancy in the rates of suspension/expulsion of greater than ten days for at least one racial/ethnic group. Twenty-two other districts were excluded from the calculation because of small numbers.

The OSE-EIS conducted 47 focused monitoring on-site reviews and 20 desk audits of these districts' policies, procedures and practices related to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards to ensure compliance with the *Individuals with Disabilities Education Act*.

After monitoring, 53 of the 67 districts were found to have inappropriate policies, procedures and/or practices that contributed to the significant discrepancy. Two of these districts had a significant discrepancy in two racial/ethnic groups. Each of the 53 districts was issued findings of noncompliance in the spring of 2010. Upon notification of findings of noncompliance, these 53 districts were required to develop and implement a corrective action plan to come into compliance as soon as possible but in no case later than one year including verification.

<b>Racial/Ethnic Group with Significant Discrepancy</b>	<b>Number of Districts with Findings of Noncompliance</b>	<b>Percentage of Districts with Findings of Noncompliance</b>
American Indian	3	0.4%
Asian	0	0.0%
Black	48	5.8%
Hispanic	3	0.4%
White	1	0.1%

Source: SRSD, verification review, monitoring data from the Continuous Improvement and Monitoring System (CIMS)

#### Measurable and Rigorous Targets:

<b>FFY</b>	<b>Baseline</b>	<b>Target</b>
<b>2008</b> (2008-2009)	6.5% *	0%
<b>2009</b> (2009-2010) through <b>2012</b> (2012-2013)		0%
Percent = [(# of districts that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than ten days in a school year of children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and support, and procedural safeguards) divided by the (#of districts in the state times 100)]		
* (53 districts ÷ 821 districts reporting discipline for students with IEPs ) X 100= 6.5%		

Source: SRSD, verification review, monitoring data from the CIMS

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
2010-2013	Provide technical assistance providers with consistent guidance in response to patterns of focused monitoring findings.	The OSE-EIS Continuous Improvement and Compliance Unit, Michigan's Integrated Improvement Initiatives
2010-2013	Provide tools for districts to access and review their racial/ethnic patterns of discipline data.	The OSE-EIS Performance Reporting Unit, Wayne State University, CEPI Michigan Student Data System Team (Discipline Report)
2010-2013	Collaborate with Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) personnel to reduce the disproportionate rate of suspensions/expulsions in the state.	The OSE-EIS, MiBLSi

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

**Part B State Performance Plan (SPP) Extension for 2011-2013****Monitoring Priority: FAPE in the LRE<sup>12</sup> / Educational Environments**

(Results Indicator)

**Indicator 5:** Percent of children with Individualized Education Programs (IEPs) aged 6 through 21 served:

- A. Inside the regular class 80% or more of the day
- B. Inside the regular class less than 40% of the day
- C. In separate schools, residential facilities, or homebound/hospital placements (20 U.S.C. 1416(a)(3)(A))

**Measurement:**

- A. Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

**Overview of Issue/Description of System or Process and Data:**

The data for this indicator come from the annual special education child count that every district submits to the Michigan Department of Education. Beginning in 2010, this electronic count occurs on the third Wednesday in November and is incorporated into the Michigan Student Data System (MSDS), the system that stores data for all Michigan students.

<sup>12</sup> Free Appropriate Public Education in the Least Restrictive Environment.

**Measurable and Rigorous Targets:**

- A. Percent of children with IEPs aged 6 through 21 served inside the regular class **80% or more** of the day.

FFY	Baseline	Target
<b>2005</b> (2005-2006)	54.0%*	
<b>2006</b> (2006-2007)		≥55.0%
<b>2007</b> (2007-2008)		≥57.0%
<b>2008</b> (2008-2009)		≥59.0%
<b>2009</b> (2009-2010)		≥61.0%
<b>2010</b> (2010-2011)		≥63.0%
<b>2011</b> (2011-2012)		≥63.0%
<b>2012</b> (2012-2013)		≥63.0%
Percent = [(# of children with IEPs served in the regular class 80% or more of the day) ÷ (Total # of students aged 6 through 21 with IEPs)] X 100 *(118,455 children ÷ 219,317) X 100 = 54.0%		

Source: Annual Special Education Child Count

- B. Percent of children with IEPs aged 6 through 21 served inside the regular class **less than 40%** of the day.

FFY	Baseline	Target
<b>2005</b> (2005-2006)	17.9%*	
<b>2006</b> (2006-2007)		≤16.9%
<b>2007</b> (2007-2008)		≤15.4%
<b>2008</b> (2008-2009)		≤13.9%
<b>2009</b> (2009-2010)		≤12.4%
<b>2010</b> (2010-2011)		≤11.9%
<b>2011</b> (2011-2012)		≤11.9%
<b>2012</b> (2012-2013)		≤11.9%
Percent = [(# of children with IEPs served in the regular class less than 40% of the day) ÷ (Total # of students aged 6 through 21 with IEPs)] X 100 *(39,182 children ÷ 219,317) X 100 = 17.9%		

Source: Annual Special Education Child Count

C. Percent of children with IEPs aged 6 through 21 served in separate **schools, residential facilities, or homebound/hospital placements.**

FFY	Baseline	Target
<b>2005</b> (2005-2006)	5.2%*	
<b>2006</b> (2006-2007)		≤5.1%
<b>2007</b> (2007-2008)		≤5.1%
<b>2008</b> (2008-2009)		≤5.0%
<b>2009</b> (2009-2010)		≤4.9%
<b>2010</b> (2010-2011)		≤4.8%
<b>2011</b> (2011-2012)		≤4.8%
<b>2012</b> (2012-2013)		≤4.8%
Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) ÷ (Total # of students aged 6 through 21 with IEPs)] X 100		
*(11,346 children ÷ 219,317) X 100 = 5.2%		

Source: Annual Special Education Child Count

**Improvement Activities/Timelines/Resources:**

Timelines	Activities	Resources
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2011-2013	1. Verify and analyze data for the districts whose percentage of students with disabilities in general education ≥80% of the day are furthest below the state target. Help districts review policies, procedures and practices related to environment data and require them, as needed, to develop and implement improvement plans.	MSDS, the Office of Special Education and Early Intervention Services (OSE-EIS) Continuous Improvement and Compliance (CIC) Unit
2011-2013	2. Districts which fail to correct instances of noncompliance within one year will be required to revise their corrective action plans to achieve compliance. The districts will receive increased OSE-EIS on-site technical assistance including close supervision of the implementation of the revised corrective action plan.	The OSE-EIS CIC, Program Accountability Units
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2011-2013	3. Provide technical assistance to districts to assist them with issues such as: <ul style="list-style-type: none"> <li>Understanding how to report educational</li> </ul>	The OSE-EIS CIC, Performance Reporting Units,

Timelines	Activities	Resources
	<p>environment data accurately, focusing on defining what constitutes time in special education environments and time in general education.</p> <ul style="list-style-type: none"><li>• Helping district data entry staff to improve the accuracy and consistency of student data reporting.</li><li>• Emphasizing accuracy of data reported for separate facilities.</li></ul>	Center for Educational Networking

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)



## Part B State Performance Plan (SPP) Extension for 2011-2013

### Monitoring Priority: FAPE in the LRE<sup>13</sup> /Preschool Educational Environments

(Results Indicator)

**Indicator 6:** Percent of children aged 3 through 5 with Individualized Education Programs (IEPs) attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

(20 U.S.C. 1416(a)(3)(A))

#### Measurement:

- A. Percent =  $\left[ \frac{\text{(\# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program)}}{\text{(total \# of children aged 3 through 5 with IEPs)}} \right] \times 100$ .
- B. Percent =  $\left[ \frac{\text{(\# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility)}}{\text{(total \# of children aged 3 through 5 with IEPs)}} \right] \times 100$ .

#### Overview of Issue/Description of System or Process and Data:

On May 3, 2010, the United States Office of Management and Budget issued a revised special education data collection and reporting requirement effective immediately. The requirement affects preschool educational environment data that is reported by all districts in the Michigan Student Data System (MSDS) for the special education annual child count the third Wednesday in November. Because of the late federal notification, and because full 2010 implementation would require amended analysis and reporting of more than 10,600 preschool IEPs that occurred beginning November 2009, Michigan will prepare an estimated data crosswalk report for the 2010 special education annual child count. The U.S. Department of Education (USED) Office of Special Education Programs (OSEPs) has advocated on behalf of states and has approved use of this crosswalk methodology for the data collected during the 2010-2011 school year<sup>14</sup>.

The Center for Educational Performance and Information is completing all necessary changes to data collection fields, definitions, and technical manuals to enable districts

<sup>13</sup> Free Appropriate Public Education in the Least Restrictive Environment.

<sup>14</sup> Per the OSEP's Part B State Performance Plan (SPP) and Annual Performance Report Instruction Sheet: "States are not required to report on Indicator 6 in the FFY 2009 APR, due February 1, 2011" and in USED, Education Data Exchange Network, N089 – Children With Disabilities (IDEA) Early Childhood File Specifications, Version 7.0, SY 2010-11, November 2010, "For states that, despite their best efforts, are unable to report the setting where the child receives the majority of hours of special education and related services, the state may for SY 2010-11 only, report these children using the following permitted value to indicate type of program where the child spends time during the week: Children attending a Regular Early Childhood (REC) program."

to report the data per new requirements in the MSDS 2011 special education collection. In the February 2012 SPP submission, Michigan will have baseline data to report.

### Measurable and Rigorous Targets:

- A. Percent of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

FFY	Baseline	Target
<b>2010</b> (2010-2011)		<u>To be established</u>
<b>2011</b> (2011-2012)		
<b>2012</b> (2012-2013)		
Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.		

Source: Annual Special Education Child Count

- B. Percent of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility.

FFY	Baseline	Target
<b>2010</b> (2010-2011)		<u>To be established</u>
<b>2011</b> (2011-2012)		
<b>2012</b> (2012-2013)		
Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.		

Source: Annual Special Education Child Count

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) Extension for 2011-2013

### Monitoring Priority: FAPE in the LRE<sup>15</sup> / Preschool Outcomes

(Results Indicator)

**Indicator 7:** Percent of preschool children aged 3 through 5 with Individualized Education Programs (IEPs) who demonstrate improved:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- C. Use of appropriate behaviors to meet their needs (20 U.S.C. 1416 (a)(3)(A))

#### Measurement:

Outcomes:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

Progress categories for A, B and C:

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

#### Summary Statements for Each of the Three Outcomes

**Summary Statement 1:** Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program.

<sup>15</sup> Free Appropriate Public Education in the Least Restrictive Environment.

**Measurement for Summary Statement 1:** Percent = # of preschool children reported in progress category (c) plus # of preschool children reported in category (d) divided by [# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d)] times 100.

**Summary Statement 2:** The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned six years of age or exited the program.

**Measurement for Summary Statement 2:** Percent = # of preschool children reported in progress category (d) plus [# of preschool children reported in progress category (e) divided by the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] times 100.

### Definition - Comparable to Same Age Peers:

The Michigan Department of Education (MDE) staff developed a general score translation guide using the seven-point Early Childhood Outcomes (ECO) Center scale and supporting documents that came from each tool to align ECO rating scales with the amount of delay and approximate functional age. The MDE, the Early Childhood Redesign team members and HighScope combined rating levels 6 and 7, as defined by ECO, to identify typically developing peers as follows:

Age	Amount of Delay	Approximate Functional Age	Status
3 year olds	0-6 months	30-36 months	Typical
4 year olds	0-9 months	39-48 months	Typical
5 year olds	0-9 months	51-60 months	Typical

### Overview of Issue/Description of System or Process and Data:

In preparation for this data collection, the MDE completed the following efforts:

- Michigan's sampling plan was approved by the Office of Special Education Programs (OSEP) and implemented. The 57 intermediate school districts (ISDs) were divided into three cohorts for the data collection. The first cohort was identified via a representative sample of all ISDs in the state. Michigan has instituted a tiered implementation process by sampling two-thirds (cohorts 1 and 2) in the second year and transitioning to capturing data on the universe (cohorts 1, 2 and 3) of participating children by the third year. The one district with more than 50,000 students is required to report annually on all three through five year olds served in Early Childhood Special Education programs due to district size.
- Seven preschool assessment tools were selected as approved instruments by the Office of Special Education and Early Intervention Services and the Office of Early Childhood Education & Family Services (ECE&FS). Classroom teachers,

related service providers, school psychologists, and other trained school personnel conducted the assessments.

- An advisory group assisted the MDE in creating the Michigan Child Outcome Summary Form which was based on the ECO's seven-point scale. This scannable form was used to summarize the data for each child.

The exiting cohort included a higher proportion of children that have been in programs for longer periods of time with more intensive needs. As a result, targets were set slightly below baseline to reflect that anticipated age shift, reflective of child need.

### Measurable and Rigorous Targets:

#### Outcome A: Positive Social-Emotional Skills (including social relationships)

**Summary Statement 1:** Of those children who entered the program below expectation in Outcome A, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program.

FFY	Baseline	Target
<b>2008</b> (2008-2009)	86.8%*	
<b>2009</b> (2009-2010)		86.0%
<b>2010</b> (2010-2011)		87.0%
<b>2011</b> (2011-2012)		87.0%
<b>2012</b> (2012-2013)		87.0%

Percent = [# of preschool children reported in progress category (c) + # of preschool children reported in category (d)] ÷ [# of preschool children reported in progress category (a) + # of preschool children reported in progress category (b) + # of preschool children reported in progress category (c) + # of preschool children reported in progress category (d)] X 100

$$*[761 + 1,003] \div [63 + 205 + 761 + 1,003] \times 100 = 86.8\%$$

**Summary Statement 2:** The percent of children who were functioning within age expectations in Outcome A by the time they turned six years of age or exited the program.

FFY	Baseline	Target
<b>2008</b> (2008-2009)	60.7%*	
<b>2009</b> (2009-2010)		60.0%
<b>2010</b> (2010-2011)		61.0%
<b>2011</b> (2011-2012)		61.0%
<b>2012</b> (2012-2013)		61.0%

Percent = [# of preschool children reported in progress category (d) + # of preschool children reported in progress category (e)] ÷ [Total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] X 100

$$*[1,003 + 586] \div [63 + 205 + 761 + 1,003 + 586] \times 100 = 60.7\%$$

Source: HighScope Education Research Foundation and Michigan Student Data System (MSDS)

#### Outcome B: Acquiring and Using Knowledge and Skills

**Summary Statement 1:** Of those children who entered the program below expectation in Outcome B, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program.

FFY	Baseline	Target
<b>2008</b> (2008-2009)	86.5%*	
<b>2009</b> (2009-2010)		86.0%
<b>2010</b> (2010-2011)		87.0%
<b>2011</b> (2011-2012)		87.0%
<b>2012</b> (2012-2013)		87.0%

Percent = [# of preschool children reported in progress category (c) + # of preschool children reported in category (d)] ÷ [# of preschool children reported in progress category (a) + # of preschool children reported in progress category (b) + # of preschool children reported in progress category (c) + # of preschool children reported in progress category (d)] X 100

$$*[814 + 1,026] \div [51 + 235 + 814 + 1,026] \times 100 = 86.5\%$$

**Summary Statement 2:** The percent of children who were functioning within age expectations in Outcome B by the time they turned six years of age or exited the program.

FFY	Baseline	Target
<b>2008</b> (2008-2009)	58.0%*	
<b>2009</b> (2009-2010)		58.0%
<b>2010</b> (2010-2011)		59.0%
<b>2011</b> (2011-2012)		59.0%
<b>2012</b> (2012-2013)		59.0%

Percent = [# of preschool children reported in progress category (d) + # of preschool children reported in progress category (e)] ÷ [Total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] X 100

$$*[1,026 + 490] \div [51 + 235 + 814 + 1,026 + 490] \times 100 = 58.0\%$$

Source: HighScope Education Research Foundation and MSDS

## Outcome C: Use of Appropriate Behaviors to Meet their Needs

**Summary Statement 1:** Of those children who entered the program below expectation in Outcome C, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program.

FFY	Baseline	Target
<b>2008</b> (2008-2009)	88.2%*	
<b>2009</b> (2009-2010)		88.0%
<b>2010</b> (2010-2011)		89.0%
<b>2011</b> (2011-2012)		89.0%
<b>2012</b> (2012-2013)		89.0%

Percent = [# of preschool children reported in progress category (c) + # of preschool children reported in category (d)] ÷ [# of preschool children reported in progress category (a) + # of preschool children reported in progress category (b) + # of preschool children reported in progress category (c) + # of preschool children reported in progress category (d)] X 100

$$*[507 + 1,130] \div [49 + 171 + 507 + 1,130] \times 100 = 88.2\%$$

**Summary Statement 2:** The percent of children who were functioning within age expectations in Outcome C by the time they turned six years of age or exited the program.

FFY	Baseline	Target
<b>2008</b> (2008-2009)	72.3%*	
<b>2009</b> (2009-2010)		72.0%
<b>2010</b> (2010-2011)		73.0%
<b>2011</b> (2011-2012)		73.0%
<b>2012</b> (2012-2013)		73.0%

Percent = [# of preschool children reported in progress category (d) + # of preschool children reported in progress category (e)] ÷ [Total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e)] X 100

$$*[1,130 + 763] \div [49 + 171 + 507 + 1,130 + 763] \times 100 = 72.3\%$$

Source: HighScope Education Research Foundation and MSDS

### Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2011-2013	1. Implement technical assistance and professional development for all service areas to improve early childhood outcomes, targeting service areas not meeting proposed targets.	ECE&FS, <i>Early On</i> <sup>®</sup> Training & Technical Assistance, HighScope Educational Research Foundation

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)



## Part B State Performance Plan (SPP) Extension for 2011-2013

### Monitoring Priority: FAPE in the LRE<sup>16</sup> / Facilitated Parent Involvement

(Results Indicator)

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. (20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent =  $\left[ \frac{\text{(\# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities)}}{\text{(total \# of respondent parents of children with disabilities)}} \right] \times 100$ .

### Overview of Issue/Description of System or Process and Data:

Data collected for this indicator are in accordance with an Office of Special Education Programs approved sampling plan. Parent surveys are disseminated to all parents of children ages 3 through 5 years who receive special education services (approximately 24,000 families) and to one-third of all parents of school-age children who receive special education services (approximately 86,000 families). About one-third of local districts within every intermediate school district are selected annually for participation in the school-age survey. The exception is the one district with a student population greater than 50,000 that participates every year. The preschool parent survey includes [50 items developed by the National Center for Special Education Accountability Monitoring (NCSEAM)] and the school-age parent survey (25 NCSEAM items). The NCSEAM set a national standard score of 600.

The scale items can be thought of as a ruler with the items arranged in order of the probability of agreement. As a result, the scores can be used to "measure" parents' perception of partnership with schools. Lower-level items address issues such as whether accommodations are discussed at IEPs. Higher-level items address issues such as whether parents are offered special assistance to make it possible for them to participate in IEP meetings.

According to the NCSEAM, "The standard is not about agreement with a single item." The standard score of 600 can be interpreted as a 95% likelihood of a response of "agree," "strongly agree" or "very strongly agree" with the item: *"The school explains what options parents have if they disagree with a decision of the*

<sup>16</sup> Free Appropriate Public Education in the Least Restrictive Environment.

*school.*" "Given the consistent pattern in families' responses to the items, a high likelihood of agreement with the threshold item implies the same or greater likelihood of agreement with items located 'below' this one on the scale." <sup>17</sup>

State-level performance is based on the percentage of respondents from each of the preschool and the school age samples with scores that meet or exceed this 600 standard.

The surveys are available in English, Spanish and Arabic. Families also are given the option to complete the survey online, by mail or via a telephone interview using Computer Assisted Telephone Interviewing technology. In FFY 2007 the analysis began to be differentiated according to families of preschool versus school-age children. The new baselines for this indicator are:

- Preschool (§ 619) - 34.0% of respondents had measures at or above the standard of 600.
- School Age - 20.5% of respondents had measures at or above the standard of 600.

#### Measurable and Rigorous Targets:

##### Preschool (3-5)

FFY	Baseline	Target
<b>2007</b> (2007-2008)	34.0%*	
<b>2008</b> (2008-2009)		34.5%
<b>2009</b> (2009-2010)		35.0%
<b>2010</b> (2010-2011)		35.5%
<b>2011</b> (2011-2012)		35.5%
<b>2012</b> (2012-2013)		35.5%
Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) ÷ (Total # of respondent parents of children with disabilities)] X 100		
*[2,004 respondents $\geq$ 600 ÷ 5,894] X 100 = 34.0%		

Source: The NCSEAM Parent Survey, Wayne State University (WSU) Center for Urban Studies and Avatar International, Inc.

<sup>17</sup> NCSEAM (2006). Use of the *NCSEAM Family Survey to Address the SPP/APR Indicator on Family Outcomes*. Available at: <http://www.monitoringcenter.lsuhsu.edu/PDF%20PPT/June%206.pdf>.

**School-Age (6-21)**

FFY	Baseline	Target
<b>2007</b> (2007-2008)	20.5%*	
<b>2008</b> (2008-2009)		21.0%
<b>2009</b> (2009-2010)		21.5%
<b>2010</b> (2010-2011)		22.0%
<b>2011</b> (2011-2012)		22.0%
<b>2012</b> (2012-2013)		22.0%
Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) ÷ (Total # of respondent parents of children with disabilities)] X 100		
* [3,688 respondents ≥ 600 ÷ 17,988] X 100 = 20.5%		

Source: The NCSEAM Parent Survey, Wayne State University (WSU) Center for Urban Studies and Avatar International, Inc.

**Improvement Activities/Timelines/Resources:**

Timelines	Activities	Resources
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2011-2013	1. Coordinate parent involvement activities with the state Parent Training and Information Center (PTI) and other parent initiatives.	The Office of Special Education and Early Intervention Services (OSE-EIS), Michigan's Integrated Improvement Initiatives (MI3), Mandated Activities Projects <sup>18</sup> (MAPs), WSU
<b>EVALUATION</b>		
2011-2013	2. Evaluate progress on activities and resources needed to affect systems change on this indicator.	The OSE-EIS
2011-2013	3. Provide evidence-based resource materials to districts regarding strategies to facilitate parent involvement and a supportive school climate.	The OSE-EIS, Continuous Improvement and Monitoring System, PTI, MI3, MAPs, WSU

Please see Michigan's comprehensive SPP for details of the sampling process and all historical information which dates back to 2005:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

<sup>18</sup> Michigan's state improvement and compliance initiatives, funded with *Individuals with Disabilities Education Act* administrative set-aside funds.

## Part B State Performance Plan (SPP) Extension for 2011-2013

### Monitoring Priority: Disproportionate Representation—Child with a Disability (Compliance Indicator)

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

#### Measurement:

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

#### Definitions:

Disproportionate representation in special education occurs when:

- (a) The number of students ages 6 to 21 in a particular racial/ethnic group identified for special education is disproportionate to the representation of that group in the state and district population, AND
- (b) There are data that support that membership in a given group affects the probability of being placed in a specific special education category.

Disproportionate representation includes:

- **Over-Representation:** A verified operating or resident district Ratio<sup>19</sup> >2.5 for two consecutive years for race/ethnicity groups is calculated.
- **Under-Representation:** A verified operating or resident district Ratio <0.40 in two consecutive years for race/ethnicity groups is calculated.

#### Overview of Issue/Description of System or Process and Data:

The Office of Special Education and Early Intervention Services (OSE-EIS) utilizes data from the Michigan Compliance Information System (MI-CIS), the Single Record Student Database (SRSD) through June 2009, and the Michigan Student Data System (MSDS) beginning September 2009 to determine disproportionate representation.

<sup>19</sup> The OSE-EIS uses a weighted risk ratio (WRR) to calculate disproportionate representation when a district's population reflects the same racial/ethnic distribution as that of the state. A risk ratio is used instead of a WRR when the racial/ethnic distribution of the district's student population varies significantly from the state racial/ethnic distribution. This ratio is more appropriate because it compares identification rates by race/ethnicity with the district's student population. An alternate risk ratio is used when there are fewer than 10 students with disabilities in all other racial/ethnic subgroups in the district.

These results are used to identify districts that will participate in a focused monitoring activity including a review of policies, procedures and practices regarding identification. This culminates in a decision about inappropriate identification.

#### Baseline Data:

Category	American Indian	Asian	Black	Hispanic	White
Baseline	0.0%	0.0%	<b>0.1%</b>	0.0%	0.0%
Target	0.0%	0.0%	0.0%	0.0%	0.0%

#### Measurable and Rigorous Targets:

FFY	Baseline	Target
<b>2008</b> (2008-2009)	0.1%*	0%
<b>2009</b> (2009-2010) through <b>2012</b> (2012-2013)		0%
Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.  *[1 district with findings ÷ 755] X 100		

Source: MI-CIS, SRSD and MSDS

#### Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
<b>IMPROVE DATA COLLECTION</b>		
2011-2013	1. Examine and update as necessary the procedures for analyzing data in the determination of disproportionate representation including a review of any impact of the transition in data collection from the SRSD to the MSDS.	The OSE-EIS Performance Reporting (PR) Unit, Wayne State University (WSU) Center for Urban Studies
<b>PROGRAM DEVELOPMENT</b>		
2011-2013	2. Ensure involvement of districts in: <ul style="list-style-type: none"> <li>review of the data that resulted in their identification for disproportionate representation</li> <li>review of their policies, procedures and practices used to identify whether these are determinants of the disproportionate data</li> </ul>	The OSE-EIS PR Unit, the OSE-EIS Continuous Improvement and Compliance (CIC) Unit, intermediate school district (ISD) Planner/Monitors

Timelines	Activities	Resources
	<ul style="list-style-type: none"> <li>development of any necessary corrective action plan (CAP).</li> </ul>	
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2011-2013	3. Provide technical assistance in the development and implementation of a CAP to districts whose identification policies, procedures and practices are a determinant for the disproportionate representation of students from racial/ethnic groups.	The OSE-EIS CIC Unit, ISD Planner/ Monitors

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) Extension for 2011-2013

### Monitoring Priority: Disproportionate Representation—Eligibility Categories (Compliance Indicator)

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. (20 U.S.C. 1416(a)(3)(C))

**Measurement:** Percent =  $\left[ \left( \frac{\text{\# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification}}{\text{\# of districts in the State}} \right) \times 100 \right]$

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

#### Definitions:

Disproportionate representation in special education occurs when:

- (a) The number of students ages 6 to 21 in a particular racial/ethnic group identified for special education in specific disabilities is disproportionate to the representation of that group in the state and district population, AND
- (b) There are data that support that membership in a given group affects the probability of being placed in a specific special education category.

Disproportionate representation includes:

- **Over-Representation:** A verified operating or resident district Ratio<sup>20</sup> >2.5 for two consecutive years for race/ethnicity groups is calculated.
- **Under-Representation:** A verified operating or resident district Ratio <0.40 in two consecutive years for race/ethnicity groups is calculated.

#### Overview of Issue/Description of System or Process and Data:

The Office of Special Education and Early Intervention Services (OSE-EIS) utilizes data from the Michigan Compliance Information System (MI-CIS), the Single Record Student Database (SRSD) through June 2009, and the Michigan Student Data System (MSDS) beginning September 2009 to determine disproportionate representation.

<sup>20</sup> The OSE-EIS uses a weighted risk ratio (WRR) to calculate disproportionate representation when a district's population reflects the same racial/ethnic distribution as that of the state. A risk ratio is used instead of a WRR when the racial/ethnic distribution of the district's student population varies significantly from the state racial/ethnic distribution. This ratio is more appropriate because it compares identification rates by race/ethnicity with the district's student population. An alternate risk ratio is used when there are fewer than 10 students with disabilities in all other racial/ethnic subgroups in the district.

These results are used to identify districts that will participate in a focused monitoring activity including a review of policies, procedures and practices regarding identification. This culminates in a decision about inappropriate identification.

**Baseline:**

	<b>American Indian</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>
<b>Autism Spectrum Disorder</b>	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Cognitive Impairment</b>	0.0%	0.0%	<b>1.7%</b>	0.0%	0.0%
<b>Emotional Impairment</b>	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Other Health Impairment</b>	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Specific Learning Disability</b>	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Speech &amp; Language Impairment</b>	0.0%	0.0%	0.0%	0.0%	0.0%

**Measurable and Rigorous Targets:**

<b>FFY</b>	<b>Baseline</b>	<b>Target</b>
<b>2008</b> (2008-2009)	1.5%*	0%
<b>2009</b> (2009-2010) through <b>2012</b> (2012-2013)		0%
Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the state)] times 100.		
*(11 ÷ 755) X 100 = 1.5%		

Source: MI-CIS, SRSD and MSDS



**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
<b>IMPROVE DATA COLLECTION</b>		
2011-2013	1. Examine and update, as necessary, procedures for analyzing data in the determination of disproportionate representation including a review of any impact in collection of data from the SRSD/MSDS to only the MSDS.	The OSE-EIS Performance Reporting (PR) Unit, Wayne State University
<b>PROGRAM DEVELOPMENT</b>		
2011-2013	2. Ensure involvement of districts in: <ul style="list-style-type: none"> <li>• review of the data that resulted in their identification for disproportionate representation</li> <li>• review of their policies, procedures and practices used to identify whether these are determinants of the disproportionate data</li> <li>• development of any necessary corrective action plan (CAP).</li> </ul>	The OSE-EIS PR Unit, the OSE-EIS Continuous Improvement and Compliance (CIC) Unit, Intermediate School District (ISD) Planner/Monitors
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2011-2013	3. Provide technical assistance in the development and implementation of a CAP to districts whose identification policies, procedures and practices are a determinant for the disproportionate representation of students from racial/ethnic groups in specific disabilities.	The OSE-EIS CIC Unit, ISD Planner/Monitors

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) Extension for 2011-2013

### Monitoring Priority: General Supervision/Child Find

(Compliance Indicator)

**Indicator 11:** Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.

(20 U.S.C. 1416(a)(3)(B))

#### Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # of children whose evaluations were completed within 60 days (or State-established timeline<sup>21</sup>).

Account for children included in (a) but not included in (b). Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b) divided by (a)] times 100.

#### Overview of Issue/Description of System or Process and Data:

Michigan Rule establishes a 30 school day timeline to evaluate and complete an Individualized Education Program (IEP) for a child suspected of having a disability who may need special education programs and/or services (*Michigan Administrative Rules for Special Education* R 340.1721c(2)). The timeline begins when the district obtains written, signed parental consent for the initial evaluation.

The Office of Special Education and Early Intervention Services (OSE-EIS) works with Project Find (a Mandated Activities Project<sup>22</sup> administered by *Early On*<sup>®</sup> Training & Technical Assistance within Michigan's Integrated Improvement Initiatives (MI3)) to provide a statewide system that effectively coordinates Michigan's child find process. The Continuous Improvement and Monitoring System and the Program Accountability Unit within the OSE-EIS work to disseminate accurate information and provide technical assistance to all stakeholders regarding the child find process and the timely completion of the initial evaluation and IEP.

The data for this indicator, collected through the Michigan Student Data System (MSDS), are used for the identification of children found eligible whose evaluations were completed within 30 school days or an agreed upon extension and those whose evaluations were not completed within 30 school days or an agreed upon extension, counted from the date of receipt of parental consent to evaluate.

<sup>21</sup> Children with parental consent to evaluate, will be evaluated and eligibility determined within 30 school days or a mutually agreed upon extension (state established timeline).

<sup>22</sup> Michigan's state improvement and compliance initiatives, funded with *Individuals with Disabilities Education Act* administrative set-aside funds.

Data used for the FFY 2005 baseline was obtained by survey using a representative sampling methodology in one-third of the districts. Michigan could not generate the required new fields in the statewide student data system in time for the FFY 2005 collection. In FFY 2006 the required data items were included in the student collection system, and a new baseline was calculated from this population data.

### Measurable and Rigorous Targets:

FFY	Baseline	Target
<b>2005</b> (2005-2006)	80.5%	100%
<b>2006</b> (2006-2007)	<b>96.2% *</b>	100%
<b>2007</b> (2007-2008) through <b>2012</b> (2012-2013)		100%
Percent = [(# of children whose evaluations were completed within 30 school days or agreed upon extension) divided by (# of children for whom parental consent to evaluate was received)] times 100.  *(14,627 timely initial IEPs ÷ 15,205) X 100 = 96.2%		

Source: Single Record Student Database and MSDS

### Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
<b>IMPROVE COLLABORATION/COORDINATION</b>		
2011-2013	1. Continue to collaborate with targeted stakeholders to review and update, as necessary, Michigan's Child Find policies, procedures and practices.	Michigan Alliance for Families, Project Find, Michigan Association of Administrators of Special Education <sup>23</sup> , Monitoring Advisory Team
<b>CLARIFY/EXAMINE/DEVELOP POLICIES AND PROCEDURES</b>		
2011-2013	2. Review and refine an integrated set of general supervision activities across the general supervision indicators, MI3 and Michigan's monitoring system in order to improve compliance.	MI3, Monitoring Advisory Team, Office of Early Childhood Education & Family Services

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

<sup>23</sup> Michigan's state affiliate of the Council of Exceptional Children, Council of Administrators of Special Education.

## Part B State Performance Plan (SPP) Extension for 2011-2013

### Monitoring Priority: General Supervision/Early Childhood Transition

(Compliance Indicator)

**Indicator 12:** Percent of children referred by Part C prior to age three, who are found eligible for Part B, and who have an Individualized Education Program (IEP) developed and implemented by their third birthdays. (20 U.S.C. 1416(a)(3)(B))

#### Measurement:

- a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.
- e. # of children who were referred to Part C less than 90 days before their third birthdays.

Account for children included in (a) but not included in (b), (c), (d) or (e). Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a - b - d - e)] times 100.

#### Overview of Issue/Description of System or Process and Data:

Michigan is a birth mandate state providing special education services from birth through age 25. The state provides programs and services under Michigan's special education mandate to children from birth who have identified disabilities and are determined eligible for services. In addition, those infants and toddlers who are developmentally delayed or have established conditions, and their families, are served under Part C of the *Individuals with Disabilities Education Act*.

All birth through age two children eligible for special education services, and their families, are eligible under Part C, if the parents choose to receive services. Not all Part C eligible children and their families, however, are eligible for special education programs and services.

Referrals of infants and toddlers for special education services can and do occur anytime between birth and age three. This affects measurement component (a), which counts the number of Part C children referred to special education.

In Michigan, all referrals to special education require parental consent to evaluate. This is true for all children being referred from Part C to special education, even

though Part C has previously secured parental consent. In both situations, consent is secured as part of the referral and generally occurs on the same date.

Michigan documents, through the Michigan Compliance Information System (MI-CIS) data verification process, reasons why children referred by Part C to special education may not have an IEP implemented by his/her third birthday. If a referral has been received by a district, the district maintains and monitors these data, while tracking the evaluation through the 30 school day evaluation period set by the state.

The Office of Special Education and Early Intervention Services (OSE-EIS) has developed a long-range plan to ensure that the collection of data for Indicators 11 and 12 are integrated in the existing data collection systems. Steps for collecting all requisite data for Indicator 12 include the following:

- Documentation of referrals will be captured in the OSE-EIS data systems.
- Special education personnel will process the referral. Once an IEP is held, special education personnel will provide the Part C coordinator with the date the IEP was held, eligibility determination, and reason(s) why the IEP was held after the third birthday (if applicable).
- The Part C coordinator will enter data in the appropriate OSE-EIS data system to complete the monitoring of the IEP by recording the date and result of the IEP.

Data will be collected at the state through the regular June and December *Early On*<sup>®</sup> collections. Data will be captured regarding:

- Children referred to special education in a specified period prior to the collection and who exited Part C at age three during the school year.
- The birthdate and IEP date, indicating whether the IEP was held by a child's third birthday.
- The IEP will be used to indicate eligibility determination.
- The list of reasons that an IEP was held beyond the third birthday.
- Range of days that an IEP was held beyond the third birthday.

### Measurable and Rigorous Targets:

FFY	Baseline	Target
<b>2006</b> (2006-2007)	<b>91.5%</b> <sup>24*</sup>	100%
<b>2007</b> (2007-2008) through <b>2012</b> (2012-2013)		100%
Percent = [(c) divided by (a - b - d - e)] times 100		
*[2,610 ÷ (3,487 – 624 - 9)] x 100		

Sources: MI-CIS, and data verification survey

<sup>24</sup> Using OSEP formula Percent = [(c) divided by (a – b – d)] times 100 from FFY 2006 Measurement Table. This was the first year of the statewide electronic data collection. The new calculation went into effect in FFY 2008.

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2011-2013	1. Develop and monitor districts' transition training and technical assistance activities from Part C to Part B.	Continuous Improvement and Monitoring System (CIMS), Early On Training & Technical Assistance, The Office of Early Childhood Education & Family Services (ECE&FS)
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2011-2013	2. Target local educational agencies determined to be out of compliance for technical assistance and take appropriate corrective action.	ECE&FS, CIMS, the OSE-EIS Continuous Improvement & Compliance Unit

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

**Part B State Performance Plan (SPP) Extension for 2011-2013****Monitoring Priority: General Supervision/Secondary Transition**

(Compliance Indicator)

**Indicator 13:** Percent of youth with Individualized Education Programs (IEPs) aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent =  $\left[ \left( \frac{\text{\# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority}}{\text{\# of youth with an IEP age 16 and above}} \right) \times 100$

**Overview of Issue/Description of System or Process and Data:**

In March 2009 the Office of Special Education Programs designated Indicator 13 as a new indicator, revising the indicator language and measurement. This required states to establish a new baseline in the FFY 2009 SPP. The previous SPP section for this indicator is included in an Appendix of the comprehensive SPP as a historical reference.

**Sample**

Michigan's IEP sample is drawn from the annual special education child count. Any student with an IEP age 16-21 in this count is included in the eligible population for sampling.

- Any district with fewer than 50,000 enrolled students is sampled annually to achieve a margin of error within plus or minus 10% at the 95% confidence level.
- Any district with 50,000 or more enrolled students is sampled annually to achieve a margin of error within plus or minus 5% at the 95% confidence level.

### Data Collection

The intermediate school district (ISD) transition coordinators, with their local district counterparts, are trained to collect and analyze these data, complete data report-out sessions, and develop and implement corrective action plans (CAPs). IEP reviews are completed by district and ISD staff, and data are entered through a secure Web-based system.

An IEP review must determine that each of the following six elements are included in the IEP to comply with Indicator 13 requirements (see the Appendix in the comprehensive SPP for a sample of the Compliance Checklist for Secondary Transition):

1. The student was invited to the IEP Team meeting.
2. The student's postsecondary vision (postsecondary goals) is identified, including:
  - a. Development/update of the postsecondary vision (postsecondary goals) was based upon evidence of current transition assessment information;
  - b. Evidence the postsecondary vision (postsecondary goals) was updated annually; and
  - c. The postsecondary vision (postsecondary goals) is measurable.
3. The IEP identifies current student:
  - a. Academic achievement;
  - b. Functional performance; and
  - c. Transition related needs.
4. The IEP identifies transition services (including courses of study) that align with the postsecondary vision (postsecondary goals).
5. If any agency is likely to provide/pay for specified transition services, there must be evidence that:
  - a. Prior consent to invite any agency(s) was obtained from parent (or student if s/he has reached age of majority).
  - b. A representative from identified agency(s) was invited to the IEP Team meeting.
6. The IEP identifies at least one measurable annual IEP goal aligned with the postsecondary vision (postsecondary goals).

### Analysis

Because there is a gap between the special education child count date and the date that the IEP is audited for compliance with Indicator 13 requirements, students no longer receiving services in the district in which they were sampled are removed from the sample. Then the sample is checked for representativeness against the known population of students with IEPs eligible for Indicator 13 review (including age, race/ethnicity, gender, and primary disability). For any demographic categories where a significant difference ( $p < .05$ ) is identified, post-stratification weights are applied for comparison of results.



Correction of noncompliance

Districts with IEPs that are not compliant with the Indicator 13 requirements as of October 1, are issued a finding of noncompliance on December 15. Districts are required to convene a Review and Analysis Process team, identify the root cause of the noncompliance, and develop and submit a corrective action plan (CAP) by February 15. All CAPs are reviewed for approval. A progress report is due on June 1, and evidence of correction is due by September 15. Once the OSE-EIS verifies completion of the CAP activities and correction of the student-level noncompliance, the CAP will be closed and a closeout letter will be issued on December 15.

Baseline Data for FFY 2009 (2009-2010):

Using the sampling frame described above, an initial sample of 11,839 IEPs were randomly selected for review. Of these, 3,118 were removed from the sample because the student was no longer receiving special education services in the sampled district; this resulted in a final sample of 8,721 IEPs.

The initial review of IEPs found that 6,483 IEPs were compliant with Indicator 13, for an FFY 2009 baseline of 74.3%  $[(6,483 \div 8,721) \times 100 = 74.3\%]$ .

Representativeness of sample

The final sample of 8,721 IEPs was checked for representativeness (for age, race/ethnicity, gender and disability) against the population of eligible students from the annual special education child count. There were significant differences between the population of eligible students and the final Indicator 13 sample for certain ages, racial/ethnic groups, and disabilities at the state level. The significant variation in the sample percent compared to the population percent for these demographic categories can be partially explained by the data collection protocol that removes students who are no longer receiving services in their sampled district; e.g., the number of graduating students removed from the sample.

Weighting

Weights are commonly used to adjust survey results for under- and over-representation of specific subgroups in a sample population. Weighting provides an estimate of the results that would be found if the distribution of a particular characteristic in the sample were identical to the distribution in the overall population. For any demographic category that varied significantly, post-stratification weighting was used to compute a weighted compliance rate. Although the representativeness of the sample varied for these demographic categories, weighted results were not significantly different than unweighted results.

**Measurable and Rigorous Targets:**

FFY	Baseline	Target
<b>2010</b> (2010-2011)	<b>74.3%*</b>	100%
<b>2011</b> (2011-2012)		100%
<b>2012</b> (2012-2013)		100%
<p>Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.</p> <p><b>* (6,483 compliant records ÷ 8,721) X 100 = 74.3%</b></p>		

Source: Compliance Checklist for Secondary Transition (Public Sector Consultants and Transition Coordinators)

**Improvement Activities/Timelines/Resources:**

Timelines	Activities	Resources
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2011-2013	1. Use graduation, dropout, secondary transition and postsecondary outcomes data to develop and implement technical assistance and personnel development for district staff to enhance transition IEP compliance and quality.	Michigan Transition Outcomes Project (MI-TOP), the OSE-EIS Program Accountability (PA) Unit, Reaching and Teaching Struggling Learners (RTSL), National Secondary Transition Technical Assistance Center (NSTTAC)
2011-2013	2. Provide sustained building level personnel development using available district/building level data to enhance transition IEP compliance and quality.	MI-TOP, the OSE-EIS PA Unit, RTSL, NSTTAC
2011-2013	3. Provide policy and data guidance to support a long-term, outcomes-based approach to student-centered planning.	MI-TOP, the OSE-EIS PA Unit, RTSL, NSTTAC

Please see Michigan's comprehensive SPP for details of the sampling process and all historical information which dates back to 2005:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

**Part B State Performance Plan (SPP) Extension for 2011-2013****Monitoring Priority: General Supervision / Postsecondary Outcomes**

(Results Indicator)

**Indicator 14:** Percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school. (20 U.S.C. 1416(a)(3)(B))

**Measurement**

- A. Percent enrolled in higher education =  $\left[ \frac{(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school})}{(\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})} \right] \text{ times } 100.$
- B. Percent enrolled in higher education or competitively employed =  $\left[ \frac{(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school})}{(\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})} \right] \text{ times } 100.$
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment =  $\left[ \frac{(\# \text{ of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school})}{(\# \text{ of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school})} \right] \text{ times } 100.$

**Definitions:**

The Office of Special Education and Early Intervention Services (OSE-EIS) adopted the Office of Special Education Programs (OSEP) measurement table definitions for enrollment in higher education, competitive employment, enrollment in other postsecondary education or training, and some other employment.

Enrolled in higher education: enrollment on a full- or part-time basis in a community college (two-year program) or college/university (four- or more year program) for at least one complete term at anytime in the year since leaving high school.

Competitive employment: work for pay at or above the minimum wage in a setting with others who are nondisabled for a period of 20 hours a week for at least 90 days at any time in the year since leaving high school. This includes military employment.

Enrolled in other postsecondary education or training: enrollment on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program; e.g., Job Corps, adult education, workforce development program, vocational technical school which is less than a two-year program.

Some other employment: work for pay or in a self-employment setting for a period of at least 90 days at any time in the year since leaving high school. This includes working in a family business; e.g., farm, store, fishing, ranching, catering services.

### **Overview of Issue/Description of System or Process and Data:**

In 2009 the OSEP designated Indicator 14 as a new indicator, revising the indicator language and measurement. This required states to establish a new baseline in the FFY 2009 SPP. The previous SPP section for this indicator is included in an Appendix of the comprehensive SPP as a historical reference.

The OSE-EIS used the National Post-School Outcomes Center revised Stage 1: Post-School Data Collection Protocol approved by the OSEP in May 2010.

#### Approved Research Protocol

The OSE-EIS collaborated with the Wayne State University (WSU) Center for Urban Studies to collect the data. The Human Investigation Committee of the WSU Institutional Review Board approved the survey data collection procedures and protocols which address informed consent, confidentiality, and data security.

The OSEP approved a three-year cohort sampling cycle for Michigan. Former students from every intermediate school district are included in each cohort. Each district is surveyed once in a three-year period, except for the one district with a student population greater than 50,000 where the survey is annual. Each former student was placed only in the first category where he or she met the category definition.

Once each former student was categorized using the above criteria, each was reported under the appropriate measure(s).

### **Baseline Data for FFY 2009 (2009-2010):**

#### Response Rate

A total of 4,725 cohort 3 leavers were reported for the 2008-2009 school year. Of the 4,725 leavers, 4,065 were eligible to complete the survey; 660 leavers did not have accurate contact information, had returned to school, or were deceased. A total of 1,268 unduplicated responses were received for the FFY 2009 data collection, for a response rate of 31.2%.

During 2008-2009 214 cohort 3 districts reported having eligible leavers. There were valid responses in 178 of these districts (83.2%). No valid responses were received relative to former students from 36 of these districts (16.8%).

#### Missing data

Analysis was conducted to identify patterns of missing data; however, no specific pattern was identified. Also, during 2009-2010 the Michigan Student Data System (MSDS) incorporated an optional phone number field to help increase the ability of the WSU survey team to contact non-responders and offer Computer Assisted Telephone Interviewing support in survey completion.

#### Representativeness of respondents

The final sample of 8,721 IEPs was checked for representativeness (for gender, race/ethnicity, exit status, and disability) against the population of eligible leavers. White youth were over-represented in the respondent group, while Black youth were under-represented. In terms of exit status, youth who graduated from high school with a diploma were over-represented in the respondent group while those youth who dropped out of high school were under-represented. Lastly, those youth with autism spectrum disorder and other health impairments were over-represented in the respondent group.

To determine if the difference in the distribution between the respondent group and cohort 3 population significantly impacted the findings related to this indicator, weights were applied to adjust the sample sizes for each subgroup. Weights are commonly used to adjust survey results for under- and over-representation of specific subgroups in a sample population. Weighting provides an estimate of the results that would be found if the distribution of a particular characteristic in the sample were identical to the distribution in the overall population. The sample is not representative in terms of students' exit status and therefore, the state weighted results by exit status and is reporting weighted baseline data for FFY 2009.

#### **Weighted baseline results by data reporting category**

<b>Category</b>		<b>Number</b>	<b>Percentage</b>
<b>1</b>	Enrolled in higher education within one-year of leaving high school	414	32.6%
<b>2</b>	Competitively employed within one-year of leaving high school	290	22.9%
<b>3</b>	Enrolled in some other postsecondary education or training program within one-year of leaving high school	98	7.7%
<b>4</b>	In some other employment within one-year of leaving high school	60	4.7%
<b>Categories 1 through 4 - TOTAL</b>		<b>862</b>	<b>68.0%</b>
Leavers not captured by categories 1 through 4		406	32.0%
<b>TOTAL</b>		<b>1,268</b>	<b>100.0%</b>

**Weighted baseline measures**

Measure	Number	Percentage
<b>A</b> = Category 1	414	32.6%
<b>B</b> = Categories 1 + 2	704	55.6%
<b>C</b> = Categories 1 + 2 + 3 + 4	862	68.0%

**Discussion of Baseline Data:**

Compilation and analysis of the survey data yielded Michigan's weighted baseline data for the three measures A, B and C as follows:

- **32.6%** of respondent leavers were enrolled in higher education within one year of leaving high school;
- **55.6%** of respondent leavers were enrolled in higher education or competitively employed within one year of leaving high school; and
- **68.0%** of respondent leavers were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

**Measurable and Rigorous Targets:**Target Setting Methodology

The targets identified were developed by the OSE-EIS with input from a workgroup comprised of diverse community stakeholders and the Special Education Advisory Committee<sup>25</sup>.

The targets are 105% (baseline percent X 1.05 = target) of the FFY 2009 baseline data in each performance category. The resulting targets communicate that outcomes are important and will drive continued examination of factors that impact outcomes.

<sup>25</sup> Michigan's *Individuals with Disabilities Education Act* mandated special education State Advisory Panel.

A. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school.

FFY	Baseline	Target
<b>2009</b> (2009-2010)	32.6%*	
<b>2010</b> (2010-2011)		34.3%
<b>2011</b> (2011-2012)		34.3%
<b>2012</b> (2012-2013)		34.3%

Percent = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) ÷ (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] X 100

$$*414 \div 1,268 \times 100 = 32.6\%$$

Source: Post Secondary Outcomes Survey (WSU, Center for Urban Studies)

B. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or competitively employed within one year of leaving high school.

FFY	Baseline	Target
<b>2009</b> (2009-2010)	55.5%*	
<b>2010</b> (2010-2011)		58.4%
<b>2011</b> (2011-2012)		58.4%
<b>2012</b> (2012-2013)		58.4%

Percent = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) ÷ (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] X 100

$$*704 \div 1,268 \times 100 = 55.5\%$$

Source: Post Secondary Outcomes Survey (WSU, Center for Urban Studies)

C. Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.		
FFY	Baseline	Target
<b>2009</b> (2009-2010)	68.0%*	
<b>2010</b> (2010-2011)		71.4%
<b>2011</b> (2011-2012)		71.4%
<b>2012</b> (2012-2013)		71.4%
Percent = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) ÷ (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] X 100		
*862 ÷ 1,268 X 100 = 68.0%		

Source: Post Secondary Outcomes Survey (WSU, Center for Urban Studies)

### Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2011-2013	1. Use graduation, dropout, secondary transition and postsecondary outcomes data to develop and implement technical assistance and personnel development to increase graduation rate.	Training and Technical Assistance for Transition Services grant, Michigan Transition Outcomes Project (MI-TOP) Core Team, Public Sector Consultants (PSC), WSU
2011-2013	2. Provide sustained building level personnel development using available district/building level data to increase graduation rate.	Training and Technical Assistance for Transition Services grant, MI-TOP Core Team
2011-2013	3. Provide policy and data guidance to support a long-term, outcomes-based approach to student-centered planning.	Training and Technical Assistance for Transition Services grant, MI-TOP Core Team, PSC

Please see Michigan's comprehensive SPP for details of the sampling process and all historical information which dates back to 2005:

[http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)



**Part B State Performance Plan (SPP) Extension for 2011-2013****Monitoring Priority: General Supervision/Compliance Findings**

(Compliance Indicator)

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification. (20 U.S.C. 1416 (a)(3)(B))

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance
  - b. # of corrections completed as soon as possible but in no case later than one year from identification.
- Percent = [(b) divided by (a)] times 100.

States are required to use the "Indicator 15 Worksheet" to report data for this indicator (see Attachment A).

**Overview of Issue/Description of System or Process and Data:**

The Continuous Improvement and Monitoring System (CIMS) is the monitoring system used by the Michigan Department of Education, Offices of Special Education and Early Intervention Services (OSE-EIS) and Early Childhood Education and Family Services. The state uses this system to ensure compliance with the *Individuals with Disabilities Education Act* (IDEA) of 2004 and the *Michigan Administrative Rules for Special Education* and promote positive student outcomes.

The CIMS was designed to help the state and its districts analyze and interpret data as well as record all monitoring activities in a single location. The CIMS reflects the priorities of the IDEA 2004 and the SPP, and aligns with the Michigan School Improvement Framework.

In assessing the performance of its locals, the OSE-EIS monitors data collected through:

- Focused monitoring activities (on site, desk audit or self review)
- Complaints
- Data reviews
- Due process hearings
- Local performance plans
- Other activities

Michigan evaluates the performance of each local relative to the SPP indicator targets. If areas of noncompliance with the IDEA or state regulations are identified, the state must issue a finding of noncompliance to the local. The finding is a written notification which explains the area of noncompliance and includes the citation of

the statute, rule or regulation related to the noncompliance and a description of the data supporting the state's conclusion. All identified noncompliance must be corrected as soon as possible, but in no case later than one year, and verified by the state within that year. The CIMS electronic workbooks are launched three times each year.

#### Measurable & Rigorous Targets:

FFY	Baseline	Target
<b>2004</b> (2004-2005)	<b>100% *</b>	
<b>2005</b> (2005-2006) through <b>2012</b> (2012-2013)		100%
Percent = [(# of corrections completed as soon as possible but in no case later than one year from identification) divided by (# of findings of noncompliance)] times 100.		
$*(5,508 \div 5,508) \times 100 = 100\%$		

Sources: Michigan Hearings Database, Michigan State Complaint Database, monitoring data, and required data from other SPP indicators as referenced in the Indicator B-15 Worksheet.

#### Improvement Activities/Timelines/Resources:

Timelines	Activities	Resources
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2011-2013	1. Analyze the factors affecting the lack of correction of noncompliance within one year and identify effective strategies, incentives and enforcement activities.	The OSE-EIS Continuous Improvement and Compliance (CIC) Unit staff, Public Sector Consultants (PSC)
2011-2013	2. Enhance the electronic function of the CIMS that includes focused monitoring activities, technical assistance activities and the tracking of noncompliance.	The OSE-EIS CIC Unit, PSC

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) Extension for 2011-2013

### Monitoring Priority: Effective General Supervision/State Complaints

(Compliance Indicator)

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within the 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint, or because the parent (or individual or organization) and the public agency agree to extend the time to engage in mediation or other alternative means of dispute resolution, if available in the State. (20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100.

#### Definition:

"Complaint" means a written and signed allegation that includes the facts, on which the allegation is based, by an individual or an organization, that there is a violation of any of the following:

1. Any current provision of the *Michigan Revised Administrative Rules for Special Education*.
2. 1976 PA 451, MCL 380.1 et seq., as it pertains to special education programs and services.
3. The *Individuals with Disabilities Education Act* (IDEA) of 2004, 20 U.S.C., §1400 et seq., and the regulations implementing the act.
4. An intermediate school district (ISD) plan.
5. An Individualized Education Program team report, hearing officer decision, administrative law judge decision or court decision regarding special education programs or services.
6. The state application for federal funds under the IDEA.

#### Overview of Issue/Description of System or Process and Data:

The Michigan Department of Education, Office of Special Education and Early Intervention Services (OSE-EIS) implemented a new single-tier complaint system in April 2009, replacing the two-tier system that had been in effect for over 30 years. FFY 2009 was the first year that all state complaints were completed using the single-tier system.

This single-tier system allows the ISDs and the OSE-EIS to jointly investigate complaints resulting in a more timely resolution of complaints and a reduction in the number of complaint investigations.

Revisions to the state complaint procedures were identified as being necessary to enhance the implementation of the new single-tier system. State Complaint Procedures, and changes to *Michigan Revised Administrative Rules for Special Education* were promulgated with input from stakeholders to reflect the new single-tier state complaint system and 2004 IDEA regulations. In addition, the OSE-EIS

took preliminary steps to develop a new database that will track state complaints and integrate data more efficiently from state complaints, due process complaints and mediation.

### Baseline Data for FFY 2004 (2004-2005):

Complaints Processed During 2004-2005

(1) Signed, written complaints total	= 239
(1.1) Complaints with reports issued	= 216
(a) Reports with findings	= 216
(b) Reports within timelines	= 129
(c) Reports with extended timelines	= 87
(1.2) Complaints withdrawn or dismissed	= 15
(1.3) Complaints pending	= 41
(a) Complaints pending a due process hearing	= 8

Percent:  $129 + 87 = 216 \div 216 = 1 \times 100 = 100\%$

Source: The OSE-EIS Complaint Database

### Discussion of FFY 2004 (2004-2005) Baseline Data:

A review of data indicates that all reports were completed with findings and all reports were completed within timelines or timelines with extensions.

Complaints withdrawn or dismissed (n=15), plus complaints pending due process (n=8), plus complaints with reports issued (n=216) equals 239 (100%).

### Measurable and Rigorous Targets:

FFY	Baseline	Target
<b>2004</b> (2004-2005)	<b>100% *</b>	
<b>2005</b> (2005-2006) through <b>2012</b> (2012-2013)		100%
Percent = [(1.1(b) + 1.1(c)) divided by 1.1] times 100		
* [(129 + 87) ÷ 216] X 100 = 100%		

Source: Michigan Due Process Database and Michigan Hearings Database

**Improvement Activities/Timelines/Resources:**

<b>Timelines</b>	<b>Activities</b>	<b>Resources</b>
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2011-2013	1. Provide training to all stakeholders regarding new rules and procedures relative to the single-tier complaint system.	The OSE-EIS Program Accountability (PA) Unit
<b>IMPROVE DATA COLLECTION</b>		
2011-2013	2. Develop and implement a database to integrate information across due process, monitoring, mediation and state complaint data sets.	Department of Technology, Management and Budget, the OSE-EIS PA Unit, Contractors
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2011-2013	3. Review state complaints, rules and procedures biannually and make changes as needed.	The OSE-EIS PA Unit

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

**Part B State Performance Plan (SPP) Extension for 2011-2013**

**Monitoring Priority: Effective General Supervision/Hearings Adjudicated**  
(Compliance Indicator)

**Indicator 17:** Percent of adjudicated due process hearing requests that were adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party or in the case of an expedited hearing, within the required timelines. (20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

**Overview of Issue/Description of System or Process and Data:**

Pursuant to an Interdepartmental Agreement (IA) with the State Office of Administrative Hearings and Rules (SOAHR),<sup>26</sup> hearings are conducted by administrative law judges (ALJs) who are hired and supervised by the SOAHR. The Michigan Department of Education MDE and the SOAHR meet regularly to review and revise procedures to ensure compliance with timeline requirements.

Baseline Data for FFY 2004 (2004-2005):

Due Process Hearings Processed During FFY 2004

(3) Total Hearing Requests (local)	110
(3.1) Resolution Sessions (new indicator)	0
(3.2) Hearings Fully Adjudicated	8
(3.2.a) Adjudicated within 45 days	1
(3.2.b) Adjudicated within extended timeline	7
(3.3) Resolved without hearing	70
(4) Expedited Hearing Requests	0
Pending cases as of 8-29-05	32

Percent:  $1 + 7 = 8 \div 8 = 1 \times 100 = \mathbf{100\%}$

Source: The OSE-EIS Complaints and Hearings Database

Discussion of Baseline Data:

The baseline data of 100% represents a significant improvement over previous years as a result of new sanction-based requirements for hearing officers to maintain documentation of extensions current on all cases pending before them.

<sup>26</sup> Pursuant to a 2005 Governor's Executive Order, SOAHR must conduct all Michigan due process hearings.

**Measurable and Rigorous Targets:**

FFY	Baseline	Target
<b>2004</b> (2004-2005)	<b>100% *</b>	
<b>2005</b> (2005-2006) through <b>2012</b> (2012-2013)		100%
Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100		
*[(1 + 7) ÷ 8] X 100		

Source: Michigan Due Process Database and Michigan Hearings Database

**Improvement Activities/Timelines/Resources:**

Timelines	Activities	Resources
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2011-2013	1. Provide ongoing training and evaluation of ALJs to assure continuing compliance with timeline requirements in collaboration with the SOAHR.	The OSE-EIS Program Accountability (PA) Unit, SOAHR, Contractors
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2011-2013	2. Annually review the IA between the SOAHR and the OSE-EIS; revise roles and responsibilities of the parties as needed.	The OSE-EIS staff, SOAHR
<b>CLARIFY/EXAMINE/DEVELOP POLICIES AND PROCEDURES</b>		
2011-2013	3. Review biannually due process rules and procedures, and change as needed, with stakeholder involvement.	The OSE-EIS PA Unit, SOAHR

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

## Part B State Performance Plan (SPP) Extension for 2011-2013

<b>Monitoring Priority: General Supervision / Resolution Session Agreements</b> (Results Indicator)
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**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements. (20 U.S.C. 1416(a)(3(B))

<b>Measurement:</b> Percent = (3.1(a) divided by 3.1) times 100.
--

**Overview of Issue/Description of System or Process and Data:**

Pursuant to an Interdepartmental Agreement with the State Office of Administrative Hearings and Rules (SOAHR)<sup>27</sup> hearings are conducted by administrative law judges (ALJs) who are hired and supervised by the SOAHR. During FFY 2009, there were ALJ changes at the SOAHR requiring new staff training regarding reporting of known resolution sessions and settlement agreements. Tracking of resolution sessions and settlement agreements improved through the ALJs' use of case summary reports. Also, in June 2010, procedures were approved through the public hearing process requiring districts to submit a resolution session summary form to report completion and outcome of resolution sessions.

**Baseline Data for FFY 2005 (2005-2006):**

Resolution Sessions/Written Settlement Agreements during FFY 2005

(3) Total Hearing Requests (local)	116
(3.1) Resolution Sessions	77
a. Settlement Agreements	28
(3.2) Hearings Fully Adjudicated	9
(3.3) Resolved without hearing	83
(4) Expedited Hearing Requests	5
- Resolution Sessions	5
- Settlement Agreements	2
Pending cases as of July 1, 2006	24

Source: The OSE-EIS Complaints and Hearings Database

<sup>27</sup> Pursuant to a Governor's Executive Order in 2005, all due process hearings in Michigan must be conducted by the SOAHR.



**Measurable and Rigorous Targets:**

FFY	Baseline	Target
<b>2005</b> (2005-2006)	36.4%*	
<b>2006</b> (2006-2007)		36.0%
<b>2007</b> (2007-2008)		37.0%
<b>2008</b> (2008-2009)		38.0%
<b>2009</b> (2009-2010)		40.0%
<b>2010</b> (2010-2011)		42.0%
<b>2011</b> (2011-2012)		42.0%
<b>2012</b> (2012-2013)		42.0%
Percent = [3.1(a) divided by 3.1] X 100 <sup>28</sup>		
*[28 resolution settlement agreements ÷ 77] x 100 = 36.4%		

Source: Michigan Complaints and Hearings Database

**Improvement Activities/Timelines/Resources:**

Timelines	Activities	Resources
<b>PROVIDE TRAINING/PROFESSIONAL DEVELOPMENT</b>		
2011-2013	1. Provide ongoing training of all stakeholders regarding new rules and procedures relative to the single-tier complaint system.	The OSE-EIS Program Accountability (PA) Unit
<b>IMPROVE DATA COLLECTION</b>		
2011-2013	2. Develop and implement a database to integrate information across due process, monitoring, mediation and state complaint data sets.	Department of Technology, Management and Budget, the OSE-EIS PA Unit, Contractors
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2011-2013	3. Review biannually and change, as needed, state complaints rules and procedures.	The OSE-EIS PA Unit

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

<sup>28</sup> See the *Resolution Sessions/Written Settlement Agreements* table on the previous page.

**Part B State Performance Plan (SPP) Extension for 2011-2013**
**Monitoring Priority: Effective General Supervision / Mediation Agreements**  
 (Results Indicator)

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.  
 (20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [2.1(a)(i) + 2.1(b)(i)] divided by (2.1) times 100.

**Overview of Issue/Description of System or Process and Data:**

The Michigan Special Education Mediation Program (MSEMP) provides mediation services at no cost to parents and educators across the state through a network of local dispute resolution centers. The program provides training for mediators with the assistance of trainers who specialize in early intervention and special education law and mediation. The MSEMP maintains a roster of more than 100 mediators statewide.

Mediation is a voluntary process in which a neutral third party helps the disputing parties reach their own resolution. The neutral third party has no authority to decide the case, and the parties have no obligation to reach an agreement. If an agreement is reached, the parties sign a written document expressing the terms of the agreement, and each party receives a copy. The written agreement is enforceable in court.

**Analysis of Mediation Data for FFY 2004**

	<b>FFY 2004</b>
(2.1) Mediated with agreement	24
(2.1) Mediated without agreement	9
(2.2) Mediations not held	17
(2.0) Total requests for mediation	50

Source: Michigan Mediation Database

**Measurable and Rigorous Targets:**

FFY	Baseline	Target
<b>2004</b> (2004-2005)	72.7%*	
<b>2005</b> (2005-2006)		74.0%
<b>2006</b> (2006-2007)		75.0%
<b>2007</b> (2007-2008)		76.0%
<b>2008</b> (2008-2009)		77.0%
<b>2009</b> (2009-2010)		78.5%
<b>2010</b> (2010-2011)		80.0%
<b>2011</b> (2011-2012)		80.0%
<b>2012</b> (2012-2013)		80.0%
Percent = [(2.1(a)(i) + 2.1(b)(i)) ÷ 2.1 X 100]. <sup>29</sup>		
*[24 ÷ 33] X 100 = 72.7%		

Source: Michigan Mediation Database

**Improvement Activities/Timelines/Resources:**

Timelines	Activities	Resources
<b>PROGRAM DEVELOPMENT</b>		
2011-2013	1. Improve mediator trainings to emphasize strategies and techniques for reaching agreements.	The Office of Special Education and Early Intervention Services (OSE-EIS) Program Accountability (PA) Unit, Michigan Alliance for Families, Consortium for Appropriate Dispute Resolution in Special Education (CADRE)
2011-2013	2. Research and introduce strategies and collaborative problem-solving techniques for use in mediation.	CADRE, Harvard Program on Negotiation, Search for Common Ground
<b>CLARIFY/EXAMINE/DEVELOP POLICIES AND PROCEDURES</b>		
2011-2013	3. Review biannually and change, as needed, dispute resolution rules and procedures.	The OSE-EIS PA Unit

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

<sup>29</sup> See the *Analysis of Mediation Data for FFY 2004* table on the previous page.

**Part B State Performance Plan (SPP) Extension for 2011-2013****Monitoring Priority: General Supervision/Timely and Accurate Data**

(Compliance Indicator)

**Indicator 20:** State reported data (Section 618 and State Performance Plan and Annual Performance Report) are timely and accurate. (20 U.S.C. 1416(a)(3)(B))

**Measurement:**

State reported data, including 618 data, State Performance Plan, and Annual Performance Reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel and dispute resolution; and February 1 for Annual Performance Reports and assessment); and
- b. Accurate, including covering the correct year and following the correct measurement.

**Overview of Issue/Description of System or Process and Data:**

The Office of Special Education and Early Intervention Services (OSE-EIS) Performance Reporting (PR) Unit and grantees from Wayne State University, Public Sector Consultants and Interagency Information Systems (IIS) review data submitted for each SPP indicator and the data for § 618/EDFacts tables submitted February 1 and November 1 each year to determine the extent to which all reported data are timely, complete and pass edit checks. The OSE-EIS also:

- Provides explanations of year-to-year changes requested by Westat, Inc. on behalf of the Office of Special Education Programs (OSEP).
- Reviews all formulas and instructions provided by the OSEP to assure that they are followed.

In order to comply with new and/or changes to data reporting requirements as soon as possible, the OSE-EIS representatives routinely participate in the OSEP and North Central Regional Resource Center technical assistance calls, the Westat, Inc./OSEP Data Managers' communications, the OSEP Leadership Conferences and the Educational Information Management Advisory Consortium.

**Measurable and Rigorous Targets:**

a. Reports and data are submitted on or before due dates.		
FFY	Baseline	Target
<b>2005</b> (2005-2006)	100%	
<b>2006</b> (2006-2007) through <b>2012</b> (2012-2013)		100%

b. Reports and data are accurate.		
FFY	Baseline	Target
<b>2005</b> (2005-2006)	90.0%	
<b>2006</b> (2006-2007) through <b>2012</b> (2012-2013)		100%

**Improvement Activities/Timelines/Resources:**

Timelines	Activities	Resources
<b>IMPROVE SYSTEMS ADMINISTRATION AND MONITORING</b>		
2011-2013	1. Enforce submission deadlines.	The OSE-EIS PR and Administration Units, the OSE-EIS Determinations Design Team
2011-2013	2. Continue to distribute widely, teach about and use the District Data Portraits.	The OSE-EIS PR Unit, IIS
<b>CLARIFY/EXAMINE/DEVELOP POLICIES AND PROCEDURES</b>		
2011-2013	3. Continue implementation of internal processes that ensures timely reporting.	The OSE-EIS PR Unit, Center for Educational Performance and Information (CEPI), the OSE-EIS Determinations Design Team
<b>PROVIDE TECHNICAL ASSISTANCE</b>		
2011-2013	4. Continue providing technical assistance to districts' data personnel to improve accuracy and timeliness of reporting.	The OSE-EIS PR Unit, CEPI, IIS

Please see Michigan's comprehensive SPP for all historical information which dates back to 2005: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_6598\\_31834---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_6598_31834---,00.html)

**Acronyms Used in the SPP Extension**

<b>ALJ</b>	Administrative Law Judge
<b>AYP</b>	Adequate Yearly Progress
<b>CADRE</b>	Consortium for Appropriate Dispute Resolution in Special Education
<b>CAP</b>	Corrective Action Plan
<b>CEPI</b>	Center for Educational Performance and Information
<b>CIC</b>	Continuous Improvement and Compliance
<b>CIMS</b>	Continuous Improvement and Monitoring System
<b>CSPR</b>	Consolidated State Performance Report
<b>ECE&amp;FS</b>	Early Childhood Education & Family Services
<b>ECO</b>	Early Childhood Outcomes
<b>ELA</b>	English Language Arts
<b>ESEA</b>	<i>Elementary and Secondary Education Act</i>
<b>FAPE</b>	Free Appropriate Public Education
<b>FFY</b>	Federal Fiscal Year
<b>IA</b>	Interdepartmental Agreement
<b>IDEA</b>	<i>Individuals with Disabilities Education Act</i>
<b>IEP</b>	Individualized Education Program
<b>IIS</b>	Interagency Information Systems
<b>ISD</b>	Intermediate School District
<b>LRE</b>	Least Restrictive Environment
<b>MAP</b>	Mandated Activities Project
<b>MDE</b>	Michigan Department of Education
<b>MEAP</b>	Michigan Educational Assessment Program
<b>MI 3</b>	Michigan's Integrated Improvement Initiatives
<b>MiBLSi</b>	Michigan's Integrated Behavior and Learning Support Initiative
<b>MI-TOP</b>	Michigan Transition Outcomes Project
<b>MME</b>	Michigan Merit Examination
<b>MSDS</b>	Michigan Student Data System
<b>MSEMP</b>	Michigan Special Education Mediation Program
<b>NCSEAM</b>	National Center for Special Education Accountability Monitoring
<b>NDPC-SD</b>	National Dropout Prevention Center for Students with Disabilities
<b>NGA</b>	National Governors Association
<b>NSTTAC</b>	National Secondary Transition Technical Assistance Center
<b>OEAA</b>	Office of Educational Assessment and Accountability
<b>OSE-EIS</b>	Office of Special Education and Early Intervention Services
<b>OSEP</b>	Office of Special Education Programs
<b>PA</b>	Program Accountability
<b>PR</b>	Performance Reporting
<b>PSC</b>	Public Sector Consultants
<b>RTSL</b>	Reaching and Teaching Struggling Learners
<b>SOAHR</b>	State Office of Administrative Hearings and Rules
<b>SPP</b>	State Performance Plan
<b>SRSD</b>	Single Record Student Database
<b>USED</b>	U.S. Department of Education
<b>WRR</b>	Weighted Risk Ratio
<b>WSU</b>	Wayne State University